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ABSTRACT

This first grade unit is one of the Focus on Inner City Social Studies (FICSS) series (see SO 008 271) developed in accordance with the needs and problems of an urban society. The discovery of self and of groups is the focus of the unit, demonstrating to students the things that groups do for individuals and how individuals help groups. A sample activity which reinforces the group concept allows students to collect pictures of groups to which they belong, such as photos of family and friends, schoolmates, or pictures from magazines. By the end of this unit, the student will become a contributing member of a group in his classroom, be involved in helping make decisions, and demonstrate how the process of good planning and individual work help a group. The format of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/JR)

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MY GROUPS

GRADE ONE, UNIT TWO

1.2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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INTRODUCTION TO THE GRADE ONE CURRICULUM

In grade one, the basic elements of the curriculum design are initiated and articulated. The studies in this year continue the discovery of self and of group begun in the kindergarten segment. The units of grade one pose questions which relate to how individuals and groups can move toward a position of personal and collective effectiveness in our world society. Too, these studies seek to enhance the understanding and love of human diversity in life-style, viewpoint, abilities, and physical appearances.

Specifically the units of this grade are:

1.1 Who Are We?
1.2 My Groups
1.3 Where I Live
1.4 Green Power: Our Needs and Wants

The final unit of this grade level curriculum is one in which all the previously identified elements coalesce for the learner. Here is an opportunity for him to gain knowledge, in this case about needs and wants, to analyze problems concerning needs and wants, to develop attitudes which are consistent with American ideals, and to take modest action, where necessary, within the limits of those constraints imposed by being a first grader.

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INTRODUCTION TO UNIT 1.2

MY GROUPS

This is a study of the groups a child will have faced between birth and first grade. The unit shows what groups do for individuals and how individuals help groups. In 1.1, the pupils would have studied Who are We, and in 1.3, Rules of My Groups.

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "Learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.

AN OUTLINE OF A
TEACHING STRATEGY INCORPORATED INTO UNITS

PHASE	PURPOSE
I. Introduction	To motivate students.
II. Raising of Questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.

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MINIMUM ESSENTIAL MATERIALS

	Resource	Teacher	Pupil	Price
1.	H.303 9"X10-1/2", Family and Home Cards, 20¢ each, American Guidance Service, Inc., Circle Pines, Minnesota		30	$ 6.00
2.	H.303 28"X43", Story Posters Sets, American Guidance Service Inc., Circle Pines, Minnesota	1		8.00
3.	How Families Live Together, Malcom Provus, Benefic Press, Westchester, Illinois, $2.20 each		10	22.00
4.	Like You Like Me. Benefic Press, Westchester, Illinois, $2.40 each		10	24.00
5.	Experimental Development Program, Benefic Press.			
	A. You and Your Family (Item 045963 list), $1.20 each		20	24.00
	B. You and Your Friends (Item 045971 list), $1.20 each		20	24.00
	C. You and Others (Item 045989 list), $1.20 each		20	24.00
		TOTAL		$132.00

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OBJECTIVES

Knowledge

The pupil will know that

1. it takes more than one person to make a group.
2. a family is a group.
3. a school class is a group
4. each person is a member of many different groups.
5. a person can choose to join some groups.
6. a person has no choice in membership in certain groups.
7. some groups change membership
8. everybody needs the help of others to get food, shelter, and clothing.
9. everyone needs at least one friend.
10. as an individual he can help the group succeed.
11. a group requires individual effort.
12. a group needs a leader.
13. there are "bossy" leaders.
14. there are "wishy-washy" leaders.
15. there are "democratic" leaders.
16. many events change groups (birth, death, age, moving, education, history (war), employment).
17. our entire society is based on group structure.

Skills

The pupil will be able to

1. identify most of his personal groups.
2. identify numerous other societal groups.
3. recognize the three different leader types.
4. identify the essential group jobs.
5. recognize the ways in which groups change.

OBJECTIVES (CONT.):

Attitudes

The pupil will

1. have a new appreciation of group power, as evidenced by his eagerness to be included in groups.
2. realize how groups function, as evidenced by his willingness to do his best in assigned jobs.
3. accept group structure as evidenced by his willingness at appropriate times to accept the leadership of others.

Behaviors

The pupil will

1. become a contributing member of a group in his classroom.
2. be involved in helping to make decisions.
3. demonstrate how good planning and individual work help a group by actively "doing" them.

STRATEGY	LEARNING ACTIVITIES
1. Introductory Activities	1. Show a film (see Resources for suggestions) which illustrates family groups (or similar groups) working together. Use the film as a basis for questions such as: a. Why were people working together? b. Was it good for them to work together? c. Could they get more work done this way? 2. Have pictures on the bulletin board and around the room on the topic of families and/or groups. Ask the children questions such as the above. 3. Ask the children to tell you about the members of their family: members of other groups they may belong to. Probing questions can reveal persons omitted, etc.

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STRATEGY	LEARNING ACTIVITIES
11. Raising Questions	At this age level the teacher must try to pull most of the information, in this section, from the child's limited experience. Some questions which might be raised are: 1. How many people are there in your family? 2. Do you all eat together? 3. What other things do you do together? 4. Is your family a group? 5. What is a group and what do they do? The teacher should continue with the questioning, and related discussion, until the children have discovered several primary and secondary groups.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
III. Information Retrieval	1. GROUPS ON DISPLAY Exhibit pictures of individuals and groups of people. Include pictures of families, play groups, car pools, church groups, etc. Ask children to identify the types of groups found in the pictures. Have them bring in their own pictures of groups and add them to the display. 2. GROUPS AND ME Using the above display, ask the class why we need groups and other people, and what they do or have done for each of us. 3. THINGS OTHERS DO FOR ME The pupils can develop a scrapbook showing pictures of things they get from other people and groups. They might choose to make a large poster or mural depicting these activities. 4. IF I WERE THE ONLY BOY (GIRL) IN THE WORLD Have the children imagine what it would mean to live in a world without anyone else. What would they have to do each day? What would they do when their possessions wear out? How would they supply themselves with all the things and services they now take for granted? How would they feel without anyone to talk to? They can summarize their thoughts by making a tape cartridge, an original puppet play or dialogue, a mural, etc.	I. People are found in groups more than they are found alone. A. Groups characterized by much face to face relationships and associations are called "primary" groups. 1. Family 2. Play groups 3. Gangs 4. Neighborhood car pools B. Special interests groups are sometimes called "secondary" groups. 1. Religion - church 2. Political parties 3. Professional groups 4. Fraternal groups C. A person alone still depends on groups of people most of the time. II. Why do we need others? A. We need others for food. 1. At birth no one is able to provide for himself. 2. For one or two years we need someone to help feed us. 3. Mom must cook for us. 4. We have to buy the food at a grocery. 5. Someone has to get the money in order to buy the groceries. 6. At a restaurant or drive-in someone has to cook the food and someone has to take your order and bring the food to you.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
III. Information Retrieval (Cont.)	5. MY GROUPS Have the pupils collect pictures of groups to which they belong. They may bring in photos of family and friends, schoolmates, etc... or pictures from magazines. Have them label each of the groups. 6. GROUPS I WAS BORN INTO Use some of the photos and pictures from activity #5 and have the children regroup them into a category which depicts the groups into which they were born. Have them label these groups. 7. GROUPS I CHOOSE TO BELONG TO Using the photos and pictures from activity #5, have the children specify the groups to which they or their parents choose to belong. 8. "I DO IT" Ask your students how they decided where to live? Where to go to church? Questions of this type will show that at birth you had little choice. Your parents decided many things for you. Continue with questions such as: Who decides who you play with at school? Who decides who will play baseball with you? This will show that you do have choices. 9. THERE WILL BE SOME CHANGES MADE! (PHOTO GAME #1) Get a photo of the class when they were in kindergarten. Let the children examine it and decide if the group has changed.	B. We need others for our clothes. 1. Someone originally has to make them. 2. Someone has to buy them or get them for us. 3. Someone may have had them before. a. Hand-me-downs b. Good will c. Rummage sale 4. Mom may make them for us. 5. The stores hire people to sell clothes. C. We need others to provide our shelter. 1. The house or apartment you live in was made from materials produced by groups. 2. You might buy or rent from others. 3. A group of men built your place. 4. You rely on someone older to pay the rent. 5. You need others to help fix your house when it is damaged. D. We need others for friends 1. At home your parents are your friends.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
III. Information Retrieval (Cont.)	1. Are there any new members? 2. Who left? 3. Is there a new leader? 4. Did anyone grow? etc. PHOTO GAME #2 Repeat the photo game only use family photos if available, asking similar questions. 10. HEIL HITLER! Using simple tasks or projects, the teacher should role play the three different types of leadership on a simple task such as cleaning up room. Continue on another project as a dictator and end up demonstrating the democratic laissez faire approaches.	2. At school it might be your classmates or a teacher. 3. A pet can be a friend. 4. Your neighbor who is older or younger could be a friend. 5. If you have a lot of friends then you have a large group of friends. E. We need others to help decide and take action. 1. Clean-up day 2. Paper drives III. How are groups formed? A. The formation of a group or becoming a member in it may be involuntary (1) or it may involve choice (2). 1. At birth you become a member of a family and therefore automatically become part of pre-existing groups the family belongs to. a. School groups b. Draft - army B. The formation of a group or becoming a member in the group may be

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STRATEGY	LEARNING ACTIVITIES	CONTENT
III. Information Retrieval (Cont.)		voluntary or of your own choice. 1. Playmates 2. Gang 3. Athletic team C. Later in life you may have the chance to change from an involuntary group to one of your own choice. 1. You may decide to change religions. 2. As you get older you will have new friends of your own choice. IV. How are groups changed. A. Groups change when new members enter the group or members leave the group. B. Groups may form to do a special task and later change their motives, i.e. - a group formed to clean up after a party may later become a play group on the playground and stick together even though the original task is completed. C. Groups may change by aging. 1. First graders become second graders 2. Cub Scouts become Boy Scouts. 3. Brownies become Girl Scouts. 4. Teenagers become adults. 5. Families change with age. a. Births b. Deaths

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STRATEGY	LEARNING ACTIVITIES	CONTENT
III. Information Retrieval (Cont.)		V. What does the individual do for the group? A. The more interested a member is in a group or its activities, the more effort he will put into making the group process go. B. The less interested a member is in a group or its activities, the less efforts he will put into making the group process work. C. Individuals make up the group and therefore make it work. VI. What makes a good group? A. A good group requires good planning, responsibility, and individual work in its three main divisions to be effective. 1. Leader a. Help make everyone become a part of the group. b. Let everyone have his turn at the "good" group jobs. c. Get ideas from all members of a group. d. Let the group decide which ideas are best. e. Keep the group moving to get its job finished in the best way it can. f. Keep from being "bossy". g. Help your group decide what its job is.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
III. Information Retrieval (Cont.)		2. Group members a. Help the leader carry out plans. b. Do your share of the work. c. Work without disturbing other group members. d. Select only those ideas which help the group do its best work. e. Cheerfully take the job the group wants you to do. f. Make other members of the group feel welcome. 3. Secretary a. Record group decisions. b. Verify motions and decisions. c. Aid committee in coordinating research. B. If the leader is "bossy", you have a dictator model. C. If the leader is wish-washy, you have a laissez faire model. D. If the leader is "democratic", you have a democratic model.

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STRATEGY	SUGGESTED CULMINATING ACTIVITIES
IV. Culminating Activities	1. COMMITTEE SHOW AND TELL One of the simplest and most effective ways of culminating a unit such as this one is to have groups of children "show and tell" what their group found out about the study of groups. The teacher and class can pose questions such as those raised during phase II to structure the "show and tell." The children can employ the learning materials used during the unit as teaching-learning aids. 2. IF I WERE THE ONLY BOY (GIRL) During this information retrieval activity, the children could have taped their summaries or these can be "reenacted" and taped for a special presentation. (Here is an excellent chance to stress diction and clear communication). 3. EXPERIENCE CHARTS Any culminating experience can be made more visual through murals, chalk drawings, etc. The major points can also be laid out on illustrated experience charts, thus, again, allowing for the further development of language skills. 4. Take pictures of various groups in school, at home, and wherever the children want to, and exhibit them in the school (display case, main bulletin board (labeled Our Groups), and/or in the classroom.) 5. Do the same as #4 above, but use pictures of the groups each child belongs to which are unique to them.

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RESOURCES

Books:

1. Cartwright, David, Zander, A. Group Dynamics, Research and Theory. Row, Peterson and Company, Evanston, Illinois, 1953.

2. Homans, George. The Human Group. Harcourt, New York, 1950.

3. Lewin, Kurt. Resolving Social Conflict. Harper Rias, New York, 1948.

Films:

1. Helpers At Our School. Coronet, 11 minutes, color, $4.00 rental.

2. Our Class Works Together. Coronet, 11 minutes, b & w, $2.25 rental.

3. Our Family Works Together. Coronet, 11 minutes, b & w, $2.25 rental.

4. Beginning Responsibility: Rules At School. Coronet, 11 minutes, b & w, $2.25 rental.

5. Who Cares About Jamie? Smart Family Foundation, 16 minutes, b & w, $3.00 rental.

(All of the above films are available from the Kent State University Film Library)